



PREPARING FOR ADULTHOOD AND CAREERS POLICY

July 2024

POLICY NUMBER: 16

APPROVED BY GOVERNING BODY: 8.7.2024

NEXT REVIEW DATE: Summer 2027

LEAD: Bec Gayden

GOVERNOR RESPONSIBLE: Shirley Webb

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1. Introduction

[Section 43](#) of the Education Act 1997 states that all registered pupils at a school to which the act applies, must be provided, during the relevant phase of their education, with a programme of careers education. [Section 45](#) of the Education Act 1997 states that persons attending an educational institution must be provided with access to both guidance materials, and a wide range of up-to-date reference materials, relating to careers education and career opportunities.

The [Government Careers Strategy](#) published December 2017 states that ‘all young people in secondary school get a programme of advice and guidance that is consistent, structured and delivered by individuals with the right skills and experience. To achieve this aim every school and academy should use the Gatsby Charitable Foundation Benchmarks to develop and improve their careers provision’

2. Purpose

This Policy provides those responsible for managing and delivering the careers programme at Chadsgrove School a sense of direction and purpose. Career guidance is a complex and hybrid provision which includes stand-alone, cross-curricular and co-curricular activities as well as individual and small group help and support.

3. Aims

- To give every pupil the opportunity to prepare for adulthood in an appropriate way
- To ensure that all staff are fully committed to ensuring that all of our pupils acquire the skills, knowledge and attitudes to manage their learning and careers progression
- To guide and support our pupils to appropriate and positive destinations
- To provide high quality Preparing for Adulthood and Careers guidance
- To meet all of the mandatory requirements contained within the Department for Education Careers Strategy 2017

4. Wider school aims/ethos

This policy supports the following school aims:

- To offer a broad, balanced and relevant curriculum that meets the needs of all pupils, statutory requirements and allows for flexible approaches to learning
- To maximise an individual’s potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- To prepare pupils to make the best possible progress when they leave Chadsgrove
- To provide a welcoming environment and stimulating educational opportunities which promote effective learning and enables pupils to experience a sense of fun and achievement
- To use specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- To liaise with and support parent carers and families as essential partners of the school
- To foster the positive mental health and social, emotional and moral development of all pupils, thus enabling them to take their place in society as mature and responsible adults
- To promote the school’s involvement in the community as far as is possible
- To empower pupils with the skills and confidence to challenge inequality in society

5. Consultation

This policy has been written by Bec Gayden in consultation with staff, senior leaders and the Governing Body.

6. Sources and References

- [Careers Strategy, DfE 2017](#)
- [Education and Skills Act 2008](#)
- [Careers Guidance and Access for Education and Training Providers, DfE January 2023](#)

7. Roles and Responsibilities

The Governors are responsible for:

- ensuring that this policy is regularly updated and that practice across school reflects the contents of the policy
- identifying a Governor with responsibility for Preparing for Adulthood and Careers that will meet once a year with the Preparing for Adulthood and Careers Coordinator to discuss the strengths and areas for development of the Preparing for Adulthood and Careers strategy

The Headteacher is responsible for:

- ensuring the Preparing for Adulthood and Careers Coordinator is following the contents of the policy
- the delivery of the school's programme for Preparing for Adulthood and Careers

The Preparing for Adulthood and Careers Coordinator is responsible for:

- day to day leadership of Preparing for Adulthood and Careers
- providing and regularly updating the Preparing for Adulthood and Careers Strategy
- quality assuring Preparing for Adulthood and Careers to ensure it continuously improves and delivers the impact that is needed for pupils, taking into account statutory guidance and the Gatsby Benchmarks
- keeping good records and evidence for Preparing for Adulthood and Careers,
- seeking feedback from all stakeholders
- evaluating impact and seeking external reviews of the school's provision
- reviewing and maintaining the Preparing for Adulthood and Careers Policy
- liaising with Parent Carers, Pupils and outside agencies
- providing appropriate support for staff
- organising required staff training
- attending relevant courses and support networks to maintain up to date knowledge of Preparing for Adulthood and Careers
- consultation with and feedback to the Headteacher
- manage the delivery of careers guidance
- complete the compass plus tool and submit data to the Careers and Enterprise Company

Teachers are responsible for:

- Supporting the delivery and providing evidence of high quality Preparing for Adulthood and Careers guidance

- Providing feedback to the Preparing for Adulthood and Careers Coordinator with regard to Preparing for Adulthood and Careers

8. Planning

- Preparing for Adulthood and Careers is embedded across the curriculum, with an emphasis threaded through the PSHE long term plan.
- input from KS3 onwards through PSHE lessons, Preparing for Adulthood and Careers related activities also including Preparing for Adulthood and Careers days, visits to the Skills Show, visiting speakers from support organisations, employer contacts and visits to colleges. Some pupils will also go on work experience placements.
- The school has a Careers Team who are available to discuss plans and options with pupils and Parent Carers.
- The school will support pupils with looking for work experience placements, visits to colleges, training providers, employers and to day care provisions according to the pupil's individual needs.
- Transition forms part of each pupils Annual Review of their 'Education, Health and Care Plan' and pupils have the opportunity to attend their reviews to discuss their interests and aspirations. Transition planning is updated as pupils progress through school.
- Pupils complete a 'My Views' sheet for their EHCP Review.
- Careers interviews can be arranged with a Careers Advisor
- The school holds a 'Life Beyond School' event where pupils and Parent Carers can meet providers and research information relating to life beyond education.
- Pupils visit local colleges, work-based training providers and other post-16 provisions.
- Pupils are supported with applications to new providers such as colleges

9. Organisation

- Pupils in Post 16 require access to a Preparing for Adulthood curriculum including offsite Preparing for Adulthood opportunities

10. Equal Opportunities

- Preparing for Adulthood, Careers and work related learning is an entitlement to all pupils, regardless of race, religion, gender or ability. The Preparing for Adulthood and Careers Programme at Chads Grove is differentiated to meet the cognitive age and physical development of each pupil

11. Health and Safety

- The health and safety of the pupils is paramount. Approved risk assessments are required for all work related placements and visits. School risk assessments are authorised by the Educational Visits Coordinator
- Any activity providers that are invited into school are to hold an up to date DBS or if a DBS is not in place, they are to be accompanied at all times by a member of staff

12. Including Parent Carers

- Parent Carers are involved in the EHCP process. Parent Carers are informed of preparation for adulthood and careers activities and written consent is sought when required.

13. Assessment and Moderation

- Data collected in relation to meeting the Gatsby Benchmarks is evidence in each Governors report, discussed with CEC and reported and shared annually on the website

- Examples of best practice and case studies are submitted yearly to the Careers and Enterprise Company for evaluation and shared on the school website
- All pupils have an annual review of their EHCP and from year 9 onwards PfA and transition from part of the discussion with paperwork submitted accordingly
- The school's Preparing for Adulthood and Careers Strategy Evaluation and Action Plan is to be updated every September, approved by the Governors and posted onto the school website

14. Linked policies

The Preparing for Adulthood and Careers policy should be read in conjunction with the following policies and documents:

- Post 16 Policy
- Work Experience Policy
- Preparing for Adulthood and Careers Strategy

15. Monitoring and Review

- The Governor with responsibility for Preparing for Adulthood and Careers is primarily responsible for monitoring the implementation of this Policy. This will be through annual discussion with the Preparing for Adulthood and Careers Lead. The Governor will report on this to the curriculum committee annually. The work of the Preparing for Adulthood and Careers Lead will also be subject to review by the Headteacher as part of performance management arrangements